

Investigation of the relationship between organizational health and organizational commitment with positive attitude toward change among primary school principals of Tehran city

Habibe Khatoon Nabipour, Hossein Zainally Pour, Mohammad Noor Rahmani

Islamic Azad University, Science and Research Branch, Hormozgan, Iran

Received for publication: 07 December 2013.

Accepted for publication: 21 February 2014.

Abstract

The present research aims at determining the relationship between organizational health and organizational commitment with positive view toward organizational change. Participants of the study include all principals of Tehran primary schools among which 386 teachers were selected by stratified sampling. Allen and Myer organizational health questionnaire was used to measure organizational commitment including emotional commitment, constant commitment and normative commitment and every dimension has 8 questions. To measure positive attitude, school organizational health questionnaire was used including institutional, official and technical dimensions. To measure the attitude toward organizational change, Donham questionnaire was used including 18 questions. This questionnaire has emotional, cognitive and behavioral indices and each index has 6 questions. Statistical analyses in this study include Pearson correlation, multi-variable regression (stepwise). The results showed that there is a relationship between organizational health and the attitude toward change among head teachers of Tehran primary schools. There is a relationship between sub-scales of organizational health and positive attitude toward change among head teachers of Tehran primary schools. A relationship also was found between organizational commitment and the attitude toward change among head teachers of Tehran primary schools. Finally there is a relationship between sub-scales of organizational commitment and sub-scales of attitude toward change

among head teachers of Tehran primary schools. Generally it is concluded that there is a positive relationship between organizational health and organizational commitment with attitude toward change among principals.

Keywords: organizational health, organizational commitment, attitude toward change, management

Introduction

Among the names given to this century, the change century is outstanding. Managers generally and educational managers especially have significant roles in worlds' event as agents of change. Their efficiency depends on their level of understanding about change organizational commitment and skills and the ability to manage change. Educational managers should have the ability to lead, influence and make relationship with students and parents. They should have high tolerance, adaptation and compatibility, confidence ability, self-management, patience and the ability to control emotions and feelings to have efficient role in change course (Mirkamali, 2004).

Nowadays change is the most important factor in successful management of education. Organizations and their staffs should have positive view toward change to keep their competitive ability in today's offensive markets. Not paying attention to a changing trend can be very expensive. Managers should know that to preserve their being, they should advance one step the competitors and deter-

Corresponding author: Habibe Khatoon Nabipour, Islamic Azad University, Science and Research Branch, Hormozgan. Iran. E-mail: habibenabipour@yahoo.com

mine the trends of changes and take over the leadership of a change project. Previous study show that there is a meaningful relationship between managers' skills and performance and managers are one of the main facets of making changes in organizations especially educational ones which have not been noticed significantly. Nowadays educational managers should to know the value of necessary requests and needs to change in educational systems and use it a challenge in applying organizations' sources to reach the future perspectives (Alaqeband, 2005).

The concept of organizational health allows us to have a big picture of organizational health. In sound and healthy organizations the staffs are responsible and committed. They have high performance and mentality as profitable and open channels of relationship. Healthy organization is a place where the staffs like to come to work and they are proud of it. if we look at the healthy organization as a system, we are searching it maintenance and permanency of the organization itself not in individual or group staff physical and mental sanitation and health.

Organizational commitment is one of important motivational issues in which the individuals take their identity in organization, participate in and mix with it and enjoy its membership. Organizational commitment has these elements: accepting organizations' values and goals, inclination toward the organization and having a great eager to keep continuity to organization (Mudi, Porter and Stirz, 1982). There are lots of reasons that organizations should increase their members' organizational commitment level (Stirz and Porter, 1992). Firstly organizational commitment is a new concept and generally is different from job satisfaction and dependability (Grinberg and Baron, 2002). Secondly lots of studies have shown that organizational commitment have positive relationship with outcomes such as job satisfaction and ultra-organizational commitment organizational behavior and job performance and a negative relationship with inclination to leave the job (Shian Cheng et al, 2002).

Richard (2011) did a research titled "The concept of capacity of organizational change" aiming at defining the concept of organizational capacity and presenting framework capacity of organizational change and identifying its aspects and scales. He found that change capacity depends greatly on management and internal conditions of the organization.

Beer et al (1990) in a research titled " Why organizational plans make changes?" stated that most of such plans are designed based on a change theory with wrong and improper foundation. The theories state that change in attitude leads to change in behavior. According to the model, individuals' behavior is formed by their organizational map exactly. So the most effective method to change their behavior is to put them in a new organization context which enacts them new roles, responsibilities and relations. The new context makes staffs accept and insert new attitudes and behaviors. They prescribe six steps for inserting the change. 1) gaining staffs' attention to change through common analysis of the problems, 2) making new attitude about arrangement and management of the change to reach some goals like competition, 3) gaining all the votes about new attitude, merit of its insertion and unifying it for maintenance, 4) regenerating and restoring all parts without managers leading (not inserting the problem on each part allowing them to find their own organizing method, 5) institutionalizing the above organizational commitment through official, policies, systems and structures and 6) supervising the modification of strategies to answer the existing problems. Pattel studied the relationship between organizational health and organizational commitment among industry staffs which showed a positive meaningful relationship between organizational health and organizational commitment. Also 50 skilled staffs which regarded their organization in high health status had more commitment to their organization in comparison with usual workers and staffs.

Miller in a study titled "The relationship between teachers' understanding and the level of teachers' trust to principal showed that there is a meaningful relationship between teachers' understanding, organizational health and the trust to principal, staffs and school.

"The relationship between guidance school organizational health and teachers' trust and confidence and their participation in teachers' decision making" is the title of organizational commitment dissertation by Barnz. Six aspects of organizational health were teacher's dependence, educational guidance, source support, scientific emphasis, institutional unity and teacher's influence. The results of the study showed that there is a relationship between principals' trust to teachers and organizational health. There was a diverse relationship

between teachers' limitation in decision making related to class and school organization with organizational health.

In a study titled "The effects of organizational change on the indices of organizational health and its relationship organizational efficiency" done by Tofiqi, Jaqeri, Ameriun and KarimiZarchi (2010), it is stated that goals, changes and organizational changes have some outcomes and every organization which faces with this change should deal with it appropriately. The purpose of the study was to investigate the effect of changes on indices of organizational health and its relationship with organizational efficiency. The results showed that healthy work environment (4.7%), organizational efficiency (6.4%), staffs' spiritual matters (6.6%) and staffs' participation (16.08%) decreased ($P=0.041, 0.013, 0.003, 0.048$). the results showed that organizational efficiency had positive, meaningful and straight relationship with indices of organizational health. It was concluded that changes influence indices of organizational health. Organizational health may increase staffs' spiritual matters, organizational efficiency and staffs' participation. After organizational changes, indices of organizational health should be measured and its weaknesses be obviated. In another study titled "investigating the relationship between work ethics and attitude toward organizational change among paramount and mid managers of educational hospitals of Shiraz medicine faculty (Keshtkaran and Mogtaba), the purpose of the study was to investigate the relationship between work ethics and attitude toward organizational change among 12 paramount and middle managers of Shiraz educational hospital. The results showed that 1- the level of work ethics and attitude toward organizational change is mean, 2- there is a meaningful relationship between work ethics and attitude toward organizational change and 3- there is a meaningful relationship between sub-scales of work ethics and sub-scales of attitude toward organizational change.

Mirkamali and Zeinalipour (2009) in a study titles " designing plan of organizational change in large state universities through factor analysis" investigated main inter-organization factors related to organizational change in large state universities through factor analysis and representation of a proper model of organizational change management. Literature review of the research in educational and non-educational organizations were studied and 21 factors were identified which were

categorized in managerial, organizational and personal factors. Then for each of the factors a questionnaire was made and the level of these factors in relation with performance of investigation program in large universities was investigated. To decrease factors and identification of main factors this study used exploratory factor analysis. 10 universities were studied and 300 subjects of faculty members were selected randomly. The results showed that managerial factor decreased to six factors including human force strategies, facilitating strategies, supervision, establishment strategy, changeful leading and policy making. Organizational factors were briefed into six factors including message of change program, organizational structure, sources, organizational culture, organizational atmosphere and organizational justice. Personal factors were decreases to five factors including self-sufficiency feeling, attitude toward change program, organizational commitment possession feeling and trusting to change managers.

Eskandari (1999) studied the relationship between organizational health and performance of high school principals in MeshkinShahr. Seven criteria including institutional unity, principal's influence, consideration, instruction, support by sources, mentality and scientific emphasis were main factors in measuring organizational health of high schools. Six domains of educational managers included education and teaching program, students' affairs, staffs' affairs, school and society relationship, facilities and equipment and financial-organizational commitment affairs were regarded as performance indices. The results showed that there is a positive meaningful relationship between organizational health and educational managers' performance and also between organizational health and each of six criteria of managers' performance.

A study was done by Jaefari and Hanifi (2007) titled "Attitude and performance of managers of Islamic Azad Universities of area number 8 based on dimensions and sub-scales of change management and representation of proper perceptive framework. The purpose of the was " determining dimensions and sub-scales of change management, performance and attitude of Islamic Azad universities of area number 8 based on determined basis and representing proper perceptive framework to manage the change in Islamic Azad universities to adapt with fast and all-out changes of the third millenium. The results showed that there isn't a meaningful relationship between opinions of different

groups about performance of managers regarding dimensions and sub-scales of management. The result was the same about the attitude of managers on change management. Main sub-scales of perceptive change management were identified through factor analysis and through way analysis for the effect of main sub-scales on each other, the final perceptive framework was represented.

The general purpose of the study is to determine the relationship between organizational health, organizational commitment with positive attitude toward change and presenting some strategies for getting access to the highest quality of organizational health. We follow four secondary goals:

- Determining the relationship between organizational health with attitude toward change among primary school teachers of Tehran city.
- Determining the relationship between the sub-scales of organizational health with attitude toward change among primary school teachers of Tehran city.
- Determining the relationship between organizational health and attitude toward change among primary school teachers of Tehran city.
- Determining the relationship between sub-scales of organizational health and attitude toward change among primary school teachers of Tehran city.

Research questions

- To what extent there is a relationship between organizational health and attitude toward change among principals of Tehran primary schools?
- To what extent there is a relationship between sub-scales of organizational commitment among principals of Tehran primary schools?
- To what extent there is a relationship between organizational commitment and attitude toward change among principals of Tehran primary schools?
- To what extent there is a relationship between sub-scales of organizational commitment and sub-scales of attitude toward change among principals of Tehran primary schools?

Methodology

Research method in this study is descriptive. Regarding the goal it is applied and regarding data collection it is correlational. All male and female

principals of Tehran primary schools (N=10000) in educational year of 2012-2013 include participants of the study. Sample of the study was estimated 386 by Morgan table selected based on stratified method. The school organizational health questionnaire has 24 questions made for schools and evaluates the level of health from different aspects. All dimensions of organizational health including institutional, official and technical aspects have been included. The scale range from “happens rarely” to “happen too much”. Test retest method was used. first 40 principal took the test and after 20 to 25 days, it was given to them again and correlation coefficient between two tests was calculated. It came 0.090 which is meaningful in 0.001 level. The second questionnaire is Dunham's questionnaire called attitude toward change having 18 questions based on 7 likert point scales including 1- Extremely disagree, 2- somewhat disagree, 3- slightly disagree, 4- no idea, 5- slightly agree, 6- somewhat agree and 7- extremely agree. The highest score is 126 and the lowest one is 18. Emotional, cognitive and behavioral attitudes are considered in this questionnaire. Reliability and validity of attitude toward organizational health questionnaire were calculated (validity=0.071-0.084, reliability=0.084) which showed very acceptable. The third questionnaire is Allen and Myer organizational commitment questionnaire having 24 questions based on 7 likert point scale including 1- extremely disagree, 2- somewhat disagree, 3- slightly disagree, 4- no idea, 5- slightly agree, 6- somewhat agree and 7- extremely agree. The highest score is 168 and the lowest one is 24. Questions 4, 5, 6, 8, 9, 10, 15, 16, 17, 18, 19, 21 and 24 are scored inversely. Cronbach Alpha reliability was used to consider its reliability coming 0.082. Also it has high reliability. The data were analyzed by descriptive statistics including frequency, frequency percentile and mean and referential statistics including Spearman correlation and multi-regression analysis using SPSS Software, version 14.

Results

Question 1: Is there a relationship between organizational health and attitude toward change among Tehran primary school principals?

Table 1 shows a very strong correlation (0.835) between organizational health and attitude toward change among Tehran primary school principals. r square is 0.698 showing that independent vari-

able have a relatively high effect on determining observed changes of sample regarding the level of organizational health and its influence on attitude toward change among principals. Beta coefficient (0.835) shows a positive direction and straight relationship

between two variables. $B=1.69$ shows that each unit of increase in dependent variable (organizational health), 1.69 unit is added to dependent variable (attitude toward change). There is a meaningful relationship regarding Sig level=0.00 and $F=226.49$

Table 1. Pearson correlation and regression analysis of organizational health and attitude toward change

| variable | (R) | (R ²) | Added value to R ² | Standard error | B | Beta | F | (Sig) |
|-----------------------|-------|-------------------|-------------------------------|----------------|-------|-------|--------|-------|
| organizational health | 835/0 | 698/0 | 695/0 | 86/15 | 697/1 | 835/0 | 49/226 | 000/0 |

Question 2. Is there a relationship between sub-scales of organizational health and sub-scales of attitude toward change among Primary school principals in Tehran?

Table 2. One sample T test on sub-scales of organizational health

| Organizational health sub-scales | T | Sig |
|----------------------------------|--------|-------|
| Technical dimension | 11 | 0.000 |
| Official dimension | 10.892 | 0.000 |
| Institutional dimension | 13.955 | 0.000 |

Table 2 shows that the variables of technical, official and institutional dimension are meaningful. Technical dimension is meaningful in positive direction with $T=11$ in $\alpha=0.000$ level. Official dimension variable with the value of $T=10.892$ is mean-

ingful in positive direction $\alpha=0.000$. Institutional dimension is meaningful in positive direction with $T=13.955$ and $\alpha=0.000$.

Table 3. One sample T test on sub-scales of attitude toward change

| Attitude toward change sub-scales | T | sig |
|-----------------------------------|--------|-------|
| Cognitive attitude | 14.196 | 0.000 |
| Emotional attitude | 13.92 | 0.000 |
| Behavioral inclination attitude | 11 | 0.000 |

Table 3 shows that cognitive, emotional and behavioral inclination attitudes are meaningful. Cognitive attitude is meaningful in positive direction with $T=14.196$ in $\alpha=0.000$ level. Emotional attitude is meaningful in positive direction with $T=13.92$ in $\alpha=0.000$ level. Behavioral inclination attitude is meaningful in positive direction with $T=11$ in $\alpha=0.000$ level.

Table 4. Multi-regression for identification of the effect of organizational health sub-scales on attitude toward change

| variable | | B | SD | Beta | T | Sig |
|----------|-------------------------|-------|-------|-------|--------|-------|
| C | Fixed value | 0/352 | 0/108 | 0/272 | 3/258 | 0/001 |
| X_1 | Technical dimension | 0/369 | 1/697 | 0/835 | 11 | 0/001 |
| X_2 | Official dimension | 0/313 | 0/089 | 0/201 | 10/892 | 0/004 |
| | Institutional dimension | 0/244 | 0/076 | 0/185 | 13/955 | 0/000 |

Table 4 shows effect and coefficient of each of the sub-scales of organizational health with attitude toward change among principals. So this regression analysis is:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 = 0/352 + 0/369 x_1 + 0/313 x_2 + 0/244 x_3$$

Question 3: is there a relationship between organizational health and attitude toward change among Primary school principals in Tehran?

Table 5 shows that there is a strong correlation (0.820) between organizational health and attitude to-

ward change. The value of $R^2=0.673$ shows that independent variable have a relatively high effect on determining observed changes in sample regarding the level of organizational commitment and its effect on the attitude toward change among principals. $Beta=0.820$ shows positive direction and straight relationship between two variables. $B=0.631$ shows that each unit of increase in independent variable (organizational commitment), 0.631 unit is added to dependent variable (attitude toward change). There is a meaningful relationship regarding $Sig=0.000$ and $F=201.625$

Table 5. Correlation coefficient test and regression analysis of organizational commitment and attitude toward change

| variable | (R) | (R ²) | Added value to R ² | Standard error | B | Beta | F | (Sig) |
|---------------------------|-------|-------------------|-------------------------------|----------------|-------|-------|---------|-------|
| organizational commitment | 820/0 | 673/0 | 670/0 | 247/6 | 631/0 | 820/0 | 625/201 | 000/0 |

Question 4. Is there a relationship between sub-scales of organizational commitment and sub-scales of attitude toward change among attitude toward change among Primary school principals in Tehran?

Table 6. One sample T test for sub-scales of organizational commitment

| Organizational commitment sub-scales | T | Sig |
|--------------------------------------|--------|-------|
| Constant commitment | 9.552 | 0.000 |
| Normative commitment | 12.876 | 0.000 |
| Emotional commitment | 9.588 | 0.000 |

As shown in table 6, constant commitment, normative commitment and emotional commit-

ment are meaningful in positive direction with $T=9.552$ in $\alpha=0.000$ level. Normative commitment with $T=12.876$ in $\alpha=0.000$ is meaningful in positive direction and emotional commitment is meaningful in positive direction with 9.558 in $\alpha=0.000$ level.

Results of table 7 show that $R^2=0.042$ means that organizational commitment sub-scales can explain the 4.2 percent of attitude toward change among principals. The remained regression coefficient is meaningful and the effect of each of the sub-scales of organizational commitment on attitude toward change can be considered. In step-wise regression, firstly all sub-scales of organizational commitment were entered into regression analysis to investigate their relationship with attitude toward change among principals. Those variables who didn't have meaningful relationship (>0.05) with attitude toward change were deleted from analysis.

Table 7. Multi-regression for identification of the effect of organizational commitment sub-scales and attitude toward change

| variable | variable | B | SD | Beta | T | Sig |
|----------------|----------------------|-------|-------|-------|--------|-------|
| C | Fixed value | 2/577 | 1/878 | | 1/372 | 0/004 |
| X ₁ | Constant commitment | 0/675 | 8/607 | 0/694 | 9/552 | 0/000 |
| X ₂ | Normative commitment | 0/875 | 6/694 | 0/793 | 12/876 | 0/000 |
| X ₂ | Emotional commitment | 0/820 | 7/846 | 0/698 | 9/588 | 0/000 |

In table 7 the level and coefficient of the effect of each of organizational commitment sub-scales with attitude toward change is shown. So the above regression includes:

$$Y = 2/577 + 0/675(\text{constant commitment}) + 0/875(\text{normative commitment}) + 0/820 (\text{emotional commitment})$$

The above regression can predict 4.2 percent of Y (attitude toward change). All three sub-scales of organizational commitment have meaningful relationship with attitude toward change

Results of table 8 show that $R^2=0.149$ meaning that organizational health and organizational com-

mitment can explain 14.9% of the attitude toward change among principals. Since residual regression is meaningful, the effect of organizational commitment and organizational health on attitude toward change can be considered. So the above regression includes:

$$Y = 1.687 + 1697 (\text{organizational health}) + 0.631 (\text{organizational commitment})$$

And the above multi-regression can predict 14.9 percent of Y (attitude toward change). So sub-scales of organizational commitment and organizational health have meaningful relationship with attitude toward change among principals.

Table 8. Multi-regression for identification of the effect of organizational health and organizational commitment on attitude toward change

| variable | variable | B | SD | Beta | T | Sig |
|----------|---------------------------|-------|--------|-------|--------|-------|
| C | Fixed value | 1/687 | 1/453 | | 14/452 | 0/003 |
| X_1 | organizational health | 1/697 | 15/865 | 0/835 | 15/05 | 0/000 |
| X_2 | organizational commitment | 0/631 | 6/247 | 0/820 | 14/199 | 0/000 |

Discussion and Conclusions

General results of relationship between organizational health and organizational commitment with positive attitude toward change among primary school principals of Tehran city showed that principals have a very high tendency to obey the rules and principles of organizational health. Also it was found that principals have relatively high emotional attachment to their organization and are loyal to it. their remaining in the organization is related to their personal preferences as well as the existing needs and necessities. Other parts of the results showed that they accept to great extent the changes which organizational commitment in organization and embark on introducing or supporting change in organization. The results are in line with Tofiqi et al (2011) regarding increasing effect of organizational health on attitude toward change. Also it is in line with Gest (1992), Lao and Woodman (1995), Iversen (1996), Brio and Henshir (1998), DarvishYusof (2000) and Rashidi (2010) regarding increasing and strong effect of organizational commitment prediction by attitude toward change.

Generally there is a positive relationship between organizational commitment and organizational health with attitude toward change.

Research suggestions

1- Supporting organizational sub-scales by educational classes and advertisement affairs and backing and approving the managers who make organizational changes.

2- With giving facilities and supporting the education managers like presenting spiritual and physical supports to managers who bear the difficulties of change and using negotiation methods and agreement before change and ensuring them that they won't be endangered by introducing changes support positive view toward organizational changes in managers.

3- Holding during-employment educational classes for managers to get familiar with concepts of organizational commitment and motivating methods to introduce organizational changes resulting in making the sense of remaining in the organizations for managers.

4- In this study only the relationship between organizational health and organizational commitment with attitude toward change among principals was investigated and it is suggested that in following researches other variables like management past experience, leading styles, individual features and etc. be used.

Practical suggestions

1- Our schools need knowledge managers and efficient leaders who make change in learning institutions, those who are organizational commitment-based and futuristic. The managers who instead of organizational commitment using on entries of school system notice to organizational commitment, consider future perspectives and suggest some ways for change. School managers' goal should be students' satisfaction and they should pioneers of change.

2- Principals should know the necessity of acting for improvement is performance of a set of basic activities which are not necessarily hard and enduring. Because these activities are based on programming, public participation, making public agreement and simplifying complicated affairs and using experiences to deviate anew errors increase job satisfaction and finally making management easier and more modern.

3- Principals should increase their experience by considering and reviewing other successful principals. They should identify proper plans and patterns of successful principals and after studying and assessing inset the changes based on school conditions.

4- Principals should reward teachers and staffs for their proper behavior which increases positive results. Also outstanding works, practical creativities, simplifying work, work quality, team work and finally " those who have effective behavior should be awarded which can be spiritual and material rewards.

5- Instead of working hard and beurocracy and organizational commitment, principals should correct and simplifying work organizational commitment.

References

- Ahmadi, Gholamali, Narimani Zamanabadi (2010). Knowledge of attitude and needed skills of schools in change management. *Journal of efficient schools*, 8.
- Alaqeband, Ali (2003). *Educational management (theoretical foundations and principles)*. Ravan publication. Tehran
- Alaqeband, Ali (1999). School organizational health. *Management in education quarterly*, 21
- Amir Kabiri, Alireza (2006). *Organization attitudes and management and organizational behavior*, 1st publication, Negahe Danesh publication. Tehran
- Araqi, Mahmood (1994). *Investigation of the relationship between job satisfaction and organizational commitment among Ahvaz steel company staffs*. M.A thesis (not published). Faculty of managerial sciences and economy of Isfahan university.
- Baron, R.A., & Greenberg, M.S. (1993), *Behavior in Organization* 3 Ed, Prentice, Hall, PP:147-170, 178-180
- Burqani, Farahani, Seila (2008). Organizational change and transformation. *Taavon journal*, 92
- Estarvan, Hossein (1997). Organizational commitment. *Management in Education*. 5(17)
- Esmaili, Kurosh (2001). Organizational commitment. *Tadbir magazine*, 112
- Farhangi, a and Hosseinzadeh, A (2010). New approaches on organizational commitment. *Tadbir journal*, 16.
- Gatu, Rexp (2001). How to lead organization change. Translated by Majid Omidvar. *Governmental management*, 15.
- Jahed, Hosseinali (2005). Organizational health. *Tadbir monthly magazine*, 159.
- Karimi, Yusof (2000). *Attitude and change of attitude*. First publication. Nashre Ney publication. Tehran
- Koreman, K. Abraham (1991). *Industrial and organizational Psychology*. Translated by Hossein Shokrkon. Rashid publication. Tehran.
- Lebov, Michail (1993). *The biggest principle of management in the world*. translated by Mahdi Irannejad Parizi. Edited by Mostafa Qarib and Mahdi Irannejad.
- Michel Trans, R (1994). *People in organizations as precondition of organizational behavior*. Translated by Hossein Shokrkon. Roshd publication. Tehran
- Mirkamali, Mohammad and Zeinalipour, Hossein (2009). Planning organizational change patterns in large state universities through factor analysis. *Educational sciences and psychology magazine*. 3
- Mirkamali, Sayyed Mohammad (2004). University Management and lead in. *Papers of the first conference on qualitative strategies of universities and higher education centers of army forces*. Tehran
- Moqimi, Sayyed Mohammad (2006). *Special issues of governmental management*. SAMT

- publication. Tehran.
- Murhead, A. Griffin, R (1995). *Organizational behavior*. Translated by Mehdi Alvani and GholazaMemarzadeh. Morvarid publication. Tehran
- Mortazavi, Shahrzad et al (2000). *The relationship between culture and management of human sources and organizational behavior*. Nakhli publication, 1st publication.Tehran
- Qolipour, Khedmat (1998). *Investigation of organizational commitment on maintenance and eternality of staffs*. M.A thesis. Industry management of Islamic Azad university.
- Ranjbarian, Bahram (1996). Organizational commitment. Economy and Managerial sciences magazine of Science faculty. *Isfahan university*, 10(1 and 2).
- Rassel Jones, Nill (2006). *Change management*. Translated by Reza MomenKhani. Institute Isa Iran publications.Tehran
- Richard L, Deff (2007). *Theorizing and planning organization*. Tehran, cultural investigation bureau. 9th publication, 1st volume.
- Saadat, Esfandiar (2003). *Management of human sources*. SAMT publication. Tehran.
- Sadeqifar, Jaefar (2007). *Personal value and organizational commitment*. Shiraz, 1st publications.
- Safi. Amanollah (2003). *Primary, secondary and high school education*. SAMT publication, 5th publication. Tehran.
- Safi, Ahmad (2006). *Institution and rules of Iran education*. SAMT publication.Tehran.
- Saruqi, Ahmad (1996). Organizational commitment and its relationship with inclination toward service desertion. *Governmental management quarterly*, 35.
- Shirazi, Ali (1994). *Educational management*. Jahade- daneshgahi, Mashhad.
- Shojaifar, Habibollah (2000). The relationship between job satisfaction of university managers with their organizational commitment in Ferdowsi university of Mashhad. *Mandegar quarterly*, 17.
- Tofiqi Shahram, Chaqeri, Mahmood, Ameriun, Ahmad, KarimiZarchi, ali Akbar (2010). The effects of organizational change on indices of mental health and its relationship with organizational efficiency. Management service group and sanitation of Behdasht university. Baqiat-Allah Medical science university. *Martial medicine journal*, 3